

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT AND BRITISH VALUES



WHAT IS SMSC?

At Brockwell Junior School we believe that SMSC is all about developing the whole child through a range of well-structured and well-planned:

- Spiritual
- Moral
- Social
- Cultural activities

To do this, we strive to create an environment which enables *all* children to grow and thrive. Through nurturing this environment and providing strong positive role-models, we want each child to become confident individuals who appreciate their own worth as well as that of others. We strive to create a safe place where it is okay to be yourself and it is okay to be different.

Via our SMSC provision we aim to equip all children with a robust 'moral compass' and give them with the skills they will need to be productive and happy citizens of future.

WHY IS SMSC IMPORTANT?

In Brockwell Junior School we recognise that society is changing and rapidly too. We appreciate that continual life-long learning and retraining is a necessity for all our children and that many of the jobs our children will take up in years to come do not even currently exist. We need to ensure that each and every child is for prepared for their next phase and that they have the social, emotional and economic tools to forge productive and fruitful lives for both themselves and their children.

OUR KEY AIMS

By providing robust and meaningful SMSC learning opportunities our aim is that our children will:

- be happy and successful citizens of the 21st Century,
- have high aspirations and reach their full potential,

- have a strong moral compass & develop a sense of responsibility for their actions,
- explore and develop their own values and beliefs,
- have respect for British law and those institutions which uphold it,
- develop a caring attitude towards others regardless of their background or culture,
- recognise their own strengths and weaknesses and have high self-esteem,
- reflect upon their own futures and will begin to 'envisage' where they want to be as an adult,
- possess a 'growth mind set', believing that anything is possible if you work hard,
- become independent, resourceful and resilient thinkers and learners,
- develop a love of learning and see it as a continual 'life-long' journey,
- be able to see how they fit into in the wider world and how they can 'make a difference',
- appreciate their own cultural and social traditions and understand how Britain was formed and how it is continuing to grow and change,
- show interest in the diversity other cultures and alternative ways of life,
- celebrate difference and recognise the richness it brings,
- have spiritual awareness,
- begin to pose meaningful questions about life and go beyond the 'superficial',
- enjoy and appreciate a diverse range of creative arts and be inspired and stimulated by them.

Where is it taught within the phase?

Our school values and school motto underpin the development of the holistic SMSC child.



Much of SMSC is developed within and across the learning experience throughout the phase.

Year group maps give an overview of some of these (see below).



SMSC in Year 3

Spiritual

- In RE, children learn about Christianity and Hinduism. They are taught about key figures and traditions. They have themed R.E. lessons to celebrate significant celebration days such as Divali and Easter.
- Children experience awe and wonder throughout the year as part of lessons, educational visits and visitors, including a trip to the local Methodist Church.
- Imagination and creativity are developed and celebrated through all curriculum areas across the year for example through drama, art, music and creative writing.
- In History, children explore the beliefs and values of the Ancient Egyptians, learning about the afterlife.
- Learning is linked to real life scenarios to help children make sense of the world around them for example class discussions around conflict resolution.

Moral

- In History, children learn about the beliefs of the Ancient Egyptians and begin to develop an understanding of different cultures.
- In R.E, children learn about religious stories that explore moral messages, such as the story of the healing of the blind man.
- In PSHE, children discuss scenarios and reflect upon how they would approach different challenges.
- Children work together to discuss our school values, what these look like in Year 3.
- Throughout many PSHE lessons, the children debate key moral questions and investigate moral values and ethical issues, such as being a global citizen.

Social

- In P.E. children participate in a community dance festival performing with other local primary schools.
- Children take part in team building activities throughout the year such as PSHE group garden designs.
- In Music, English and shared reading children work collaboratively to come up with and perform pieces of music, drama and poems. The children develop a sense of pride in performing. They enjoy working with the Music Partnership.
- Children learn about the social structure of different communities through History and Geography topics and discuss similarities and difference to their own communities.
- In PSHE children learn the meaning of community and discuss the community they belong to.
- Children learn about Rule of Law through discussion during PSHE lessons and class discussions.

Cultural

- In Year 3 the children begin French lessons. They learn key conversational language and are immersed in the culture and traditions of the country e.g. French Christmas traditions and Mardi Gras.
- In History, the children are exposed to the culture of the Ancient Egyptians. They learn about ways of life, religion and values, comparing these to their own.
- In History, the children develop an understanding of cultures of people from around the world. They compare and contrast their lives to those who lived in tribes during the Stone Age.
- Children actively participate in discussions to reflect on key aspects of modern life in Britain such as rule of law, democracy, respect and diversity.



SMSC in Year 4

Spiritual

- In RE, children learn about Judaism (What is the best way for a Jew to lead a good life? How do Jewish beliefs teachings and stories impact on daily life? How does celebrating Shavuot help Jewish children feel closer to God?).
- In RE lessons children also learn about Christianity (What is the most significant part of the nativity story for Christians today? Do people need to go to church to show that they are Christians?).
- In RE lessons children also learn about Humanism (What motivates Humanists to lead good lives?).
- Children experience wonder and awe throughout the year as part of lessons, trips and visitors.
- Learning is linked to real life scenarios to help children make sense of the world around them.

Moral

- In History, children learn about and compare the moral beliefs of people in different time periods (Roman, Anglo-Saxons and Vikings) to their own.
- In Geography, children learn about human impacts on the environment during their Climate Change topic. They learn how to be more sustainable for the environment and future generations.
- In English, children learn the importance of sustainability through study a poem (Is Plastic Fantastic?).
- Children engage in discussion and debate around the rule of law in PSHE.
- PE promotes choice making, sportsmanship including teams, tactics, and positions.
- During PSHE lessons and assemblies, children discuss a range of moral dilemmas and how they could be solved.

Social

- Children regularly work in pairs and small groups to communicate ideas and collaboratively solve problems.
- Children take part in team building activities throughout the year in PE lessons when they play team sports and games.
- Children take part in a competitive School Sports Day to develop resilience and fair play.
- In lessons such as Music, Art, DT and English, children are encouraged to peer assess and evaluate their work. They are taught about taking pride in their work and learn how to offer supportive feedback.
- Regular, restorative discussions take place with children and are used to support friendship building and resolve conflicts.
- During PSHE and assemblies, children learn about different relationships and how to connect with others positively.

Cultural

- Children continue to learn French in KS2. They learn key conversational language and are immersed in the culture and traditions.
- In History, children are exposed to cultures from the Romans, Anglo-Saxons and Vikings. They learn about their ways of life, religion and values and compare these with their own.
- Children visit Murton Park to learn about the Viking culture and daily life.
- In RE and Collective Worship, children learn about different events in various religious calendars.
- In Geography, children explore life in South America as part of their 'Let's explore South America and Rio!' topic.
- During PSHE lessons and assemblies, children learn to respect and celebrate differences.

Spiritual

- Children experience awe and wonder throughout the year as part of lessons, trips, and visitors. This includes Sikhi workshops held by our colleagues from Derby Open Centre.
- Children take part in daily reflection.
- In RE, time is given for personal reflection and mindfulness. It allows questions to be asked about world views and the spirituality of others. The understanding, tolerance and acceptance of the beliefs of others is widely promoted.
- In PSHE, children are given the opportunity for self-reflection of their personal morals and journeys (and those of others). The importance of mindfulness is also taught and practised. This is particularly evident in Jigsaw's unit of work 'Being Me In My world!' and 'Dreams and Goals.'
- English and Shared Reading provides the children with books, poems and texts that allow them to experience the world from a Character's viewpoint as well as learning from about different beliefs from non-fiction texts. Eg: The strength of Chaya in 'The Girl Who Stole an Elephant' and David and Tucky in 'Friend or Foe'.
- By making connections between pupils' numeracy skills with real life problems.
- PE allows the children to delve deeper into their understanding of the body and how it can be maximised to improve performance.
- Children explore a range of feelings and values across a range of situations and scenarios through role play, storytelling, and discussions. Eg; Freeze Framing and Conscience Alley in English lessons
- Whole school celebrations for Harvest, Christmas and Easter Services.
- In Art, children study 'The Wanderlust' painting and reflect upon where their travels might take them and how travelling makes them feel



SMSC in Year 5

Social

- Children regularly work in pairs or small groups to communicate their ideas and cooperatively solve problems.
- In Music, English and Shared Reading children work collaboratively to create and perform pieces of music, drama, and poems.
- The children visit Eyam and Chesterfield Football Club to develop their understanding of society from the past and how it has developed.
- Children respect each other's ideas and opinions when talking about a concept. Eg: Following the Jigsaw charter in PSHE and RE lessons and participating in 'The Great Debate' to promote oracy skills.
- In PE, children take on 'Learn to Lead' roles so that every pupil has the opportunity to develop their leadership and communication skills.
- Regular visits to the local residential home in order to share work and give time and consideration to the elderly people in our community.

Moral

- In PSHE, the children discuss scenarios. They discuss how they would approach these challenging situations.
- ICT allows the children to develop an understanding of moral responsibility for their online actions.
- PE promotes fair play, choice making, sportsmanship including teams, tactics, and positions.
- Children consider the moral issues within historical periods Eg: Reading Greek Myths in English, discussing Democracy within the Ancient Greeks and the outbreak of World War II and the Battle of Britain.

Cultural

- English and Shared Reading provides the children with books, poems and texts that allow them to experience the world from a Character's viewpoint as well as learning from about different beliefs from non-fiction texts. Eg: 'Oranges in No Man's Land helps us reflect upon the cultural divide during the Civil war in Lebanon.
- In Art, children explore various artists from different backgrounds and how these influenced their Art pieces. We also construct Greek pots. Eg; Andy Warhol's Pop Art and L.S Lowry's Blitz paintings.
- In History, children are immersed in the cultures from the Ancient Greeks.
- Children participate in sporting events, festivals and competitions. Eg; Young Voices Choir.
- PSHE and RE encourages the children to explore, improve understanding of and show respect for people from all backgrounds. Eg; Comparing the lifestyles of children from different cultures. (Mary and Mary from Nairobi)
- In RE and collective worship, children learn about different events in various religious calendars.
- VE Day enrichment is a prime example of SMSC in action.]

Spiritual

- In RE, children explore ways in which Christianity is influencing lives today with its impact on people round the world and in this country.
- Children also consider what it is like to be a Muslim in the UK today. They also explore how Muslims show their commitment to God and learn to live a good life.
- In history, children learn about ancient Maya beliefs, including their range of gods.
- Children explore Humanism and consider how famous people who have Humanist beliefs can be seen as role models.



SMSC in Y6

Moral

- In the Spring term, the children focus on the poem 'Windrush Child' by John Agard and the novel 'Windrush Child' by Benjamin Zephaniah looking at the history of the Windrush generation.
- Within geography, children focus on the question 'Why is Fair Trade fair?', finding out about the moral aspect of paying farmers appropriately for their labour.
- Children learn about Democracy in PSHE and put this into practice by voting for school councillors and weekly 'Always Club' role models.
- In the Summer term, children focus on the persecution of the Jewish nation by Hitler and the Nazis and learn the importance of showing tolerance, respect and kindness towards others.

Social

- Throughout Y6, children are encouraged to explore a range of social topics in PSHE lessons. Role play is used to explore different scenarios and understand feelings and potential responses.
- Children celebrate differences by exploring different communities and people with disabilities and learn about how experiences can unite people but also divide society further.
- Children find out about a range of relationships in their RSE lessons and talk about any concerns they have.
- The Great Exhibition promotes social interaction with all ages and oracy, creativity and inventiveness.

Cultural

- In Year 6, children continue their study of French. This helps children to develop a cultural appreciation of France and French speaking countries.
- The children explore the life of the ancient Maya and understand their customs and legacy. We look at a range of evidence and consider what this tells us about their culture.
- In English, both formal and informal pieces are written in role. This helps children to understand conventions around politeness, language use and different viewpoints.
- In history, children learn about Jewish culture and gain awareness of prejudices that Jewish may still face today.

Enrichment and the wider curriculum provide further opportunities to develop SMSC (snapshot of full document here).

ROCKWELL JUNIOR SCHOOL SMSC & Social Capital & BRITISH VALUES Provision					
Event/Activity	SOCIAL	MORAL	SPIRITUAL	CULTURAL	
Event/Activity					
Event/Activity					

ROCKWELL JUNIOR SCHOOL SMSC & Social Capital & BRITISH VALUES Provision					
Event/Activity	SOCIAL	MORAL	SPIRITUAL	CULTURAL	
Event/Activity					
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Event/Activity	SOCIAL	MORAL	SPIRITUAL	CULTURAL	
Event/Activity					
Event/Activity					

We also use Jigsaw as our comprehensive curriculum for Personal, Social and SMSC learning.

SMSC/Emotional Literacy within Jigsaw

Jigsaw provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice. Every Jigsaw lesson offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group (example below).

Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).

These opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn. The mapping documents available provide a quick visual reference and summary of where these opportunities sit within Jigsaw.

Dreams & Goals AGE 9-10

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2	✓	✓		
3	✓			✓
4				✓
5	✓			✓
6			✓	✓

Dreams & Goals AGE 9-10

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				
2			✓	✓	
3	✓			✓	
4	✓		✓		
5		✓	✓		
6	✓		✓	✓	

Healthy Me AGE 9-10

Lesson	Social	Moral	Spiritual	Cultural
1	✓	✓		
2	✓	✓		
3	✓			
4	✓			✓
5	✓			✓
6			✓	

Healthy Me AGE 9-10

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				
2	✓				
3	✓				✓
4	✓				✓
5	✓		✓		
6				✓	

Relationships AGE 9-10

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2	✓			
3	✓			✓
4	✓			✓
5	✓			✓
6	✓			✓

Relationships AGE 9-10

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				
2		✓			✓
3	✓	✓			
4	✓	✓			✓
5	✓	✓		✓	
6	✓	✓		✓	

Changing Me AGE 9-10

Lesson	Social	Moral	Spiritual	Cultural
1				✓
2			✓	
3			✓	
4			✓	
5	✓	✓		
6	✓			✓

Changing Me AGE 9-10

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				
2	✓				✓
3	✓				✓
4			✓		
5	✓			✓	✓
6	✓			✓	✓

FUNDAMENTAL BRITISH VALUES

At Brockwell Junior School we take seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE, PSHE, SMSC and Citizenship lessons provide excellent opportunities to deepen and develop understanding.

The school makes considerable efforts to ensure children have exposure to a wide experience beyond their local community during which these concepts are shown, through for example, sporting events, a range of visits and use of outdoor education centres. Their strong rooted values-based understanding gives them an excellent platform for embracing difference. Please see our full curriculum statement online.

Our whole curriculum also promotes acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and

mutual respect and tolerance of those with different faiths and beliefs. Pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

We enjoy visits from Theatre and Derby Open Centre, we engage in practical voting at local and national elections including developing an understanding and knowledge of how parliament works. Workshops from the Primary School Engagement Team focus too on fundamental British Values. Our PSHE curriculum gives numerous opportunities to explore aspects of British values, and our Picture News assemblies returns to these themes in the context of current news each week.

Democracy & The Rule of Law

- Mock elections during national and local elections develop an understanding of the parliamentary and democratic process.
- School Council elections provide opportunity to experience nomination and voting.
- Pupils are taught the importance of laws and rules applicable to their class, the school and the wider community.
- Pupils are taught the value of and reasons behind rules and laws; that they are there to govern and protect and that there are consequences when they are ignored or broken.
- Teaching is reinforced by our core Brockwell Values – including responsibility - and high expectations.
- We use visits from the emergency services (including the PSCO, Fire Service etc.) to support and reinforce learning.
- We ensure that expectations are reinforced regularly and we praise positive choices with Class Dojos.

OUTCOME: Pupils take responsibility for their choices, display excellent behaviour and demonstrate fairness/Spirit of the Games in sport.

Individual Liberty

- Pupils are actively encouraged to make choices in a safe and supportive environment.
- Pupils make informed choices regarding their education and behaviour.
- They are given the freedom to make choices and become critical thinkers through learning challenges, a mindful approach to PSHE and wider opportunities open to all.
- Pupils identify the benefits in evaluating, reflecting and collecting valid and reliable evidence on which to base choices.
- PSHE, online safety lessons & curriculum challenges learning from history equip pupils with the skills to make safe choices and empower them to know their rights.

OUTCOME: Pupils are empowered, develop self-esteem, display responsibility and independence.

Tolerance of those of Different Faiths and Beliefs

- We actively promote diversity through our celebrations of different faiths and cultures.
- Religious Education and PSHE lessons reinforce messages of tolerance and respect for others with 'Celebrating Difference' a regular theme.
- Members of different faiths and religions are encouraged to share their knowledge and experience.
- Pupils study / visit places of worship that are important to different faiths.
- We promote messages of equality.

OUTCOME: Pupils become more informed and display tolerance, knowledge and understanding of different faiths, races and cultures.

Mutual Respect

- Pupils are taught core Brockwell values- including respect - and Dojos are awarded when children demonstrate kindness and compassion.
- They demonstrate responsibility for self and others.
- Sporting events are centred around one of our four school colours.
- Rewards are given for positive (learning) attitudes and behaviours: Class Dojos, certificates awarded at Celebration Assemblies, Head teacher's awards.
- High levels of mutual respect are developed through relationships between staff and pupils.

OUTCOME: Pupils display mature learning behaviour and excellent relationships with peers and adults.

Where will I find lessons teaching British Values? – Jigsaw

Jigsaw provides comprehensive opportunities to develop and revisit British Values.



British Values in Jigsaw by lesson

May 2023

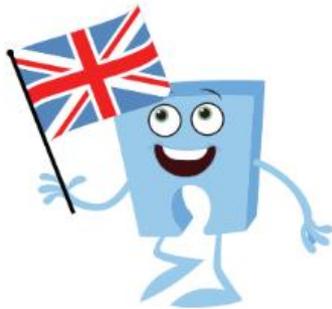
The OFSTED Inspection Framework (Sept 2019) states that inspectors will consider whether –

“the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British Values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law”.

This article indicates which lessons, within which Puzzles, are most related to the different aspects of the British Values expectations. As you will already be aware, there is much threaded throughout all the lessons that supports this, but here we explain which lessons we feel are most pertinent to the more explicit aspects of these within Jigsaw PSHE 3-11.

The Mapping Document (from page 5 onwards) is a simple tool that you can then use to show in more detail how these concepts and ideals of British Values are visited and revisited throughout the programme so that they are fully embedded in the whole school approach rather than being taught as one-off lessons. This then enables you to see where the content of Jigsaw may tie in with other British Values teaching and learning in your school.

To look at the different aspects and how these are developed, you can also follow the progression through the Whole School Progression document or even the Knowledge Organisers that can be shared with parents which also contain relevant questions in many aspects related to British Values that children can continue to build on in discussions at home. These can all be found on the Jigsaw Portal by going to the Materials > Whole School Resources > Knowledge Organisers.



How is each of the British Values included in a Jigsaw Lesson?

The British Values are promoted through the use of the Jigsaw Learning Charter which is shared at the beginning of every Jigsaw PSHE lesson. The Learning Charter is child-centred and aims to encourage children to work together and follow a set of ‘ground rules’ to create a safe, positive learning environment. The behaviours of the Jigsaw Charter are reflected in the whole-school Learning Charter developed in the first puzzle of the year (Being Me in My World), and will consequently permeate the school community, supporting children as they grow and learn. The Learning Charter supports the work that is going to happen in each Jigsaw lesson.

Democracy is evident across all puzzles within the Jigsaw PSHE 3-11 programme. Children have lots of opportunities for their voices to be heard through whole class, group or paired discussions. The Jigsaw Learning Charter aims to ensure that all lessons establish a safe learning environment. The ‘ground rules’ of the Learning Charter invite children to sign and agree to try and stick to the rules during all Jigsaw lessons. It encourages children (and adults alike) to listen carefully to one another, and respect the right of others whilst having opportunities to have their own opinions and voices heard.



Jigsaw encourages children to take ownership of their learning through their ‘Help Me Reflect’ time when recording their thoughts, feelings and ideas in their individual Jigsaw Journals. Many of the Jigsaw PSHE lessons include ‘Pause for Thought’ moments, whereby children can reflect in the moment, considering their thoughts and feelings. Opportunities are given to all of the children to share their thinking, thoughts and ideas with others if they feel comfortable doing so.



The Rule of Law is evident in every Jigsaw lesson when beginning the session with the Jigsaw Learning Charter. Establishing a safe, comfortable environment for all children (and adults) to learn in is paramount to every lesson. Children are also taught about their rights as a child, including those from The United Nations Convention on the Rights of the Child (UNCRC). These are included in all puzzle pieces. At Jigsaw, we believe it is important for children to understand equality and their rights, to understand how both they should be treated, and how they should treat others. A separate mapping document has been created to evidence where these are taught in the Jigsaw 3-11 PSHE programme.

Children are taught the value, importance and reasoning behind why rules exist. There are lots of opportunities throughout all age groups to explore making positive choices as well as how this balances with consequences. Making positive behavioural choices is explored through class, partner and group discussions. Opportunities for children to explore their thoughts during ‘Pause for Thought’ moments invite children to consider how they feel in the present moment, impacting choices and individual thinking.

Individual Liberty

Jigsaw provides a structured programme of personal development to nurture the ‘whole child’ and increase learning capacity, underpinned by mindfulness philosophy and practice. Jigsaw PSHE begins this teaching right from the beginning in the Early Years Foundation Stage and offers opportunities for children’s spiritual, moral, social and cultural (SMSC) development. At Jigsaw, we believe these opportunities are vital for children’s development, understanding of themselves and others, and increasing their capacity to learn. Children are



All the British Values - Democracy, Rule of Law, Mutual Respect, Individual Liberty and Tolerance of those of Different Faiths and Beliefs - are most clearly reflected in the first three Puzzles every year, but are also reflected in other later teachings, particularly the Relationships Puzzle. In the progression documents, you can see where empathy, democracy, respect, explicit British Values (in Being Me in My World), equality, respecting differences, the roles of different people in our societies and the different communities that we are all part of – are all taught. Specific lessons are not taught on each of the British Values (asides from democracy in Being Me in My World in Ages 8-9 Piece 3 and Ages 10-11, Piece 6). The content of lessons, including the learning intentions contribute to an understanding of aspects of the five British values, which are evident across all age groups and puzzles. The numbers in the boxes below refer to the lesson plan in that Puzzle (unit) that contributes most to the British Value.

Snapshot of British Values within Jigsaw.

Healthy Me								
Opportunities to promote the British Values in the puzzle: Celebrating Difference		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)					1		
	Making a choice or decision					1, 5		
	Learning about rewards, choices and consequences					5		
	Expressing my viewpoints					6		
	Listening to, valuing and respecting the views of others							
Rule of Law	Creating a safe, happy environment to learn							
	Understanding rules and why they are important		4, 5			6		
	Making positive behavioural choices				5	6		
	Learning about our responsibilities				4			2
	Safeguarding and keeping safe	6	4, 5	6			2	2, 3, 4
Individual Liberty	Making informed choices	2	1, 2	4	4	1, 5	4, 6	1, 4
	Expressing individual views respectfully			2		3		
	Welcoming others and creating a positive learning environment				1	6		
	Children's rights (UNCRC)					2		1, 2
	Personal development (SMSC)	4	6	3, 6	2, 3, 5	3, 4	1, 2, 3	2, 3

Monitoring

Jigsaw is regularly updated by experts and staff updates provided as appropriate and through planning time.

Staff feedback, observation – for examples in assemblies or PSHE drop ins or work scrutiny provide opportunity to monitor the efficacy of this policy.

The conduct and 'next phase readiness' of the children leaving the phase is a clear indicator of impact.

Governors liaise with subject leaders at link meetings to hold leaders to account.

Policy Reviewed February 2026